The Vocational Guidance Quarterly

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Summer, 1953.

New officers: Here are the fine people who've been elected to take over on July 1 for NVGA: President, C. C. Dunsmoor, Director, Board of Cooperative Education Services and BOCES Guidance Center, Northern Westchester County, New York; vice-president, Clifford Froehlich, Associate Professor, Department of Education, University of California, Berkeley, Calif.; treasurer, Clarence W. Failor, Associate Professor, Department of Education, University of Colorado; and three new trustees—William C. Cottle, Assistant Director of Guidance Bureau and Professor of Education at University of Kansas, Blanche B. Paulson, Supervisor of Bureau of Counseling Services of Chicago Public Schools, Ann Tanneyhill, Director of Vocational Guidance of National Urban League.

Message from the PRESIDENT

Membership: As of April 1 we counted 5,487 members of NVGA. This is about 83 per cent of total membership of American Personnel and Guidance Ass'n.

Convention proceedings: You can get proceedings of general sessions of recent national convention in Chicago. Send a dollar to Trustee Mary E. Campbell, Conde Nast Publications, 420 Lexington Ave., New York, N. Y. Ten or more copies sell for 50 cents each.

Revised constitution: Delegate Assembly at Chicago convention adopted revised NVGA constitution to conform to constitution of APGA, of which NVGA is now a division. It must now be ratified by membership. You'll find proposed changes toward end of this issue, along with blank ballot on which you can register your approval or disapproval. Please mail today as indicated on ballot.

Max F. Baer

ENGINEERS!

by **A. C. BURROWAY**

Tune: "Vive La Compagnie"

Oh, who are the builders of sturdy machines
Toiling with shafts and gears?
The boys with the oil and the grease on their jeans,
Mechanical Engineers!
Able designers of pistons and wheels,
Millers and planers and automobiles,
Pistons and wheels--automobiles,
Mechanical Engineers!

Now, who are the gents with the studious air
Looking so much like seers,
Who work amid'st vaporous atmospheres rare?
Chemical Engineers!
Mixing their acids and plastics and inks,
Always surrounded by stenches and stinks,
Plastics and inks--stenches and stinks,
Chemical Engineers!

Say, who are the lads with the foreheads so high,
Carving renowned careers,
Who plan with the cos of theta and pi
Electrical Engineers!
Fooling with farads and amperes and ions,
Motors, transformers, and transmission lines,
Amperes and ions--transmission lines,
Electrical Engineers!

The crew that remaineth, let no one deny
Merit resounding cheers.
Referred to as Civil, though goodness knows why
The oldest of engineers!
Cleverly coping with stresses and strains,
Giving us tunnels and bridges and cranes,
Stresses and strains--bridges and cranes,
Civil--yet engineers!

Although there are many professional men
Sing of the engineers!
We call on them over and over again
When a tough job appears.
Always performing according to plan,
Doing their duty as well as they can,
Taking from Nature and giving to Man,
Hail to the Engineers!

A. C. BURROWAY is Plant Engineer for Cincinnati Suburban and Bell Telephone Co.

for guidance and personnel work

RECENT TECHNOLOGICAL DEVELOPMENTS AND THEIR IMPLICATIONS

As seen by EWAN CLAGUE

THIS IS the age of the scientist. Witness the fact that just two weeks ago the government was making a serious attempt to scare the daylights out of all of us by exploding an atomic bomb to get across the idea that we have to get serious about civil defense. The physicists, who ten years ago were generally considered long-haired dreamers, now have the whole human race trembling.

Looking back at the sweep of history, one sees clearly that the distinguishing mark of our age is the rapid change resulting from scientific and technical advances. After the torpor of the Dark Ages in which man scratched the soil in the same way for a thousand years, suddenly, in the space of the couple of centuries since Robert Watt invented the steam engine, scientific discoveries and technical advances have changed our way of living, our methods of production, our economic and social structure. The people have moved off the land and into the cities. In our factories, the craft of the artisan has been divided into dozens or hundreds of steps in a process—each of them performed at increased speed by a partly trained worker whose repetitive motions are paced by the machine or the conveyor belt. As each task is further broken down into its simplest elements, it becomes possible to devise a machine to do it and the machine soon appears. These technical advances in industry have been moving at an accelerated pace. The progress of the last fifty years has been much greater than that of the previous century and a half. Developments during the last 10 years, including the release of atomic energy by both fission and fusion, have surpassed those of all previous time.

Scientists and Engineers

At the forefront of technical advance are the scientists and engineers. Unlike most other types of work, scientific research and development has a cumulative effect. Every discovery adds to the body of knowledge. Therefore science and technology could go on developing even though there were no increase in the number of scientists—in fact, even if there were a decrease. Science has moved so rapidly that even if no new discoveries in basic science were made, it would take decades for industrial technology to catch up—just to exploit and put to economic use all the discoveries science has made already. On top of this, the number of scientists and engineers has actually been increasing at a terrific rate. At the turn of the century there were about 40,000 engineers in the United States. There are

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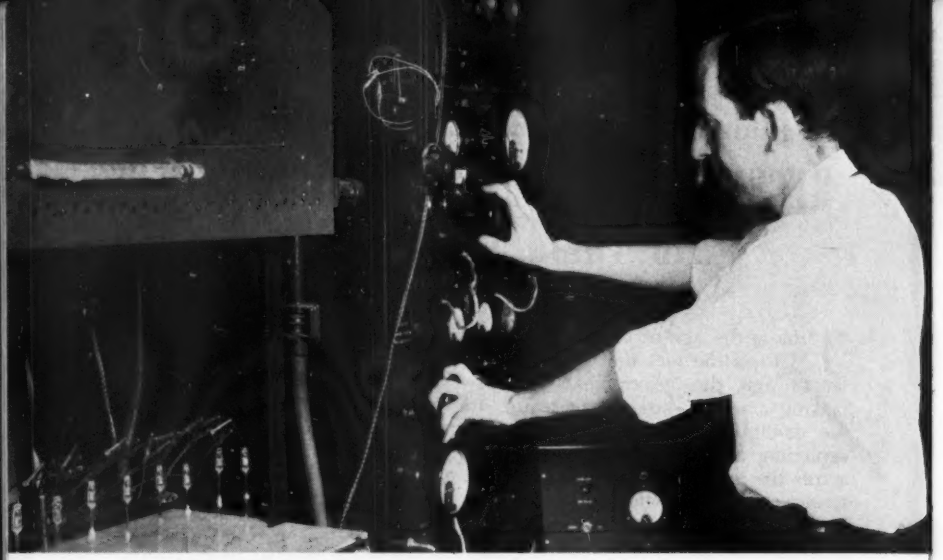
This is summary of address by Ewan Clague, U. S. Commissioner of Labor Statistics, at Convention of National Vocational Guidance Association, Chicago, Ill., April 1, 1953. Full text will be included in Proceedings of General Convention Sessions, available for $1.00.



now nearly a half million—a more than tenfold increase. A similar growth took place among our scientists, of whom there are about 200,000. It is therefore surely likely that our scientific discoveries will continue at an accelerated pace, and that the engineers will continue to adapt them in technological changes in industry. If one may say that technological changes in industry in the nineteenth century moved steadily like a Conestoga wagon and in the first half of the twentieth century they moved briskly like an automobile, one may add that in the next half century they may hurtle like a jet airplane.

Among recent technological changes are chemical and mechanical improvements in agriculture, such as insecticides, fertilizers, hormones, defoliants, and the mechanical cotton picker. These have caused a further exodus of unskilled farm laborers from farms, especially in the South, and the consolidation of large farms; and have increased the need for skilled and technically qualified people in farming. In industry, the introduction of electronic automatic controls has begun to alter many processes. Giant petroleum refineries, for instance, are now operated by a dozen or so workers whose main function is to be there in case of trouble. The automatic measuring and controlling instruments do the work. In a plant in Cleveland making stampings and forgings, 250 workers using automatically controlled machinery and conveyor systems will produce as much as 5,000 men with earlier equipment. Many assembly occupations in aircraft may be eliminated by advances in heavy metal presses which stamp out large sheets of aluminum or steel into major pieces of aircraft, such as wing or body sections.

The effects of these technological changes are far-reaching on industry, on the way work is organized, and on occupational requirements. They mean greater concentration in large firms in industry, trade, and agriculture because of the capital investment required by today's elaborate equipment. The research which gives rise to these techno-

logical changes is also highly concentrated: a recent Bureau of Labor Statistics study for the Research and Development Board of the Department of Defense found that more than a third of the 94,000 engineers and scientists engaged in research in American industry were employed by fewer than 20 companies. Each had professional research staffs of 1,000 or more. This research is the oxygen of economic life. Greater productivity is another result increasing the output per man-hour and making possible more per capita consumption, shorter hours, more vacations, and a shorter working life with more education for the young and more years in retirement for the old.

These technological changes affect the organization of work, bringing increasing division of labor in factories and offices and increased specialization in the professions, sciences, and managerial fields. They result in further substitution of machines to do heavy labor and the simplest repetitive jobs. The recent development of automatic measuring and control devices mentioned above, in which electronic controls measure the pressure, temperature, rate of flow, mixture of raw materials, and quality of product, and automatically adjust these to maintain the efficiency of the process, reduces the human element in industrial processes. Some effects of technological changes on occupational requirements may be predicted as follows:

1. In farm work, the exodus of unskilled laborers will probably continue, while the skill requirements for farm operators will increase.
2. Nonfarm laborers probably also will continue to decline in number.
3. Semiskilled workers, the largest occupational group in the U. S. today, will continue to increase unless automaticity develops further, substituting machines for single-skilled men.
4. Skilled workers: The artisan is declining. His last major stronghold is in the building trades. The repairmen are the largest and fastest growing group of skilled workers. We need more and more of them in our mechanized industry, business, homes, and farms. The men who make machinery—tool and die makers, machinists, and other skilled workers in the metal trades—are increasing in number.
5. Clerical workers: This is our fastest growing major occupational group. The complexity of large industry and of large government, resulting in part from technological and in part from social change, requires more office workers. This group has grown despite the introduction of labor-saving office machines.
6. Professionals: In technical and scientific occupations the growth is rapid. The number engaged in occupations rendering service to people—teaching, social work, and the health services, for instance, is increasing because of population growth and rising standards of living. More well-prepared social scientists, including government administrators and political scientists, are needed, to help us catch up socially and politically with our technological progress.

What are the general implications of these changes for our way of life?

Way of Life Changes

1. For many workers in factory and office, the job has become more repetitive and simple, requiring less creative effort. Their work no longer has the meaning for them that work had for the leaders of the Renaissance, to whom it was an outlet for creative effort. With less satisfaction and fulfillment on the job, work becomes a necessary evil—or a means of earning money to spend in leisure time, of which we have more than ever in history. Thus there is a changed focus in our attitudes toward work and leisure and in our estimate of their relative importance.
2. For a great many jobs in industry, less training is required, while for certain jobs more training is required. Many industrial jobs can be learned in a few weeks. At the same time, radio repairmen have had to study hard to learn television repairing; and, as another example, the International Brotherhood of Electrical Workers (AFL) has set up schools to train its members in electronics work. In the professions, the Ph.D. has become of growing importance for scientists, and physicians are taking more specialized training. For administrative occupations, men now take specialized training in such fields as finance and accounting, advertising, sales, marketing, traffic management, personnel work, and industrial relations. The amount of specialized training required for the bulk of jobs in industry has declined, while for some of these skilled, professional, and managerial jobs it has increased.
3. Since a technological change can wipe out an occupation or an industry, workers need education which will give them flexibility. They need, not narrow training oriented to a single occupation, but the broadest kind of vocational preparation. They need not only an introduction to many different kinds of occupations such as is given in some prevocational or industrial arts courses but also thorough grounding in each of a variety of occupational skills. This vocational preparation should be accompanied by a good general education that will help them to be effective citizens, to get along with people on and off the job, to develop occupational flexibility, and to enjoy their leisure and family life.

Vocational guidance and personnel work for a substantial part of our population has become not a process of helping individuals to choose, train, and enter into and progress in a single occupation, but rather of helping them to learn how to get around in our industrial world, how to give the best of themselves to it and get the most from it for themselves and their fellows. The challenge before us is to equip our young people not only with the best education, but also with a willingness and ability to adapt themselves to whatever changes may lie ahead.

TEEN-AGERS look at their PROBLEMS

by **NORMAN LOWENSTEIN**

"How should I choose my life work?" was the problem which the largest number of students considered to be of great importance to them, now or in the future, in a recent survey in which 479 pupils at the James Madison High School in Brooklyn examined 21 common teen-age problems. The list of problems is printed below with the proportion of the students rating them as of great importance or of moderate importance to them now or in the future. They were selected by a committee of ten students from a list of common teen-age problems in the appendix of Rollo May's *The Meaning of Anxiety* and revised by a selected group of 25 others representing both sexes and various ages.

Problem	*Per Cent of 479 Pupils Rating Importance of Problem to Them Now or in the Future as* GREAT	MODERATE
How should I choose my life work?	70	15
How can I be a success in life?	57	26
What subjects should I choose in school?	55	32
What course should I choose in school?	48	21
Which college should I go to? (*Note:* about 70 per cent of the students at this school apply for college entrance.)	47	30
Whether I should enlist or be drafted?	45	30
Whether or not I should go to college?	44	22
What should I do to be sure of a good job when I finish high school?	43	23
What should I do if I have trouble learning a subject?	40	38
What I should or should not do when out on a date?	31	40
How can I get along better with my mother?	31	19
How can I get along better with my brother and sister?	31	30
How can I get along better with my father or guardian?	30	21
What should I do to be more popular?	29	40
How can I get along on my allowance?	24	35
How can I get along better with a teacher?	20	42
Whether or not I should go steady?	20	41
What should I do if I often feel blue?	19	35
Whether or not I should smoke or drink?	16	36
Whether or not I should work after school?	13	46
What should I do if I often have the jitters?	12	29

NORMAN LOWENSTEIN is Vocational Adviser, James Madison High School, Brooklyn, N. Y.

The responses of the boys as compared with the girls revealed interesting differences. More boys than girls were *greatly* concerned with the following problems: whether or not to go to college, 56 per cent as compared with 33 per cent; which college to go to, 54 vs. 41 per cent; how to choose one's life work, 74 vs. 65 per cent; and how to get along better with one's father, 33 vs. 29 per cent. On the other hand boys were less greatly concerned about such problems as: whether or not to go steady, 15 as compared with 24 per cent; what to do about frequent spells of the blues, 14 vs. 23 per cent; what to do or not to do on a date, 27 vs. 35 per cent; and how to be more popular, 24 vs. 33 per cent.

Responses by Age

As the students get older, certain problems seem to become important to a larger group. In the following list, the figure before the dash indicates the percentage of pupils *under sixteen* who considered the problem to be of great importance to them and the figure after the dash indicates the percentage of pupils *over sixteen* who considered the problem to be of great importance to them; what course to choose in school (40–62); whether or not to go to college (36–57); what to do to be sure of a good job after finishing high school (38–53); how to get along better with mother (27–38); how to get along better with father (26–36); and what to do if one has trouble learning a subject (37–45).

Included in the study were 67 students in the non-Academic or XG Program, 41 boys and 26 girls. It is interesting to compare the reaction of these XG pupils to the problems presented in the questionnaire with that of the Academic students.

The pupils in the XG Program seemed to be more concerned than the Academic students about such problems as: what to do to be sure of a good job after finishing high school (73–43); whether or not to smoke or drink (40–16); what subjects to choose in school (76–55); what course to choose in school (70–48); how to get along better with a teacher (42–20); what to do if one has trouble learning a subject (61–40); how to get along better with a sister or brother (48–

31); how to get along better with one's father (46–30); how to get along better with one's mother (49–31); what to do or not do when out on a date (42–31); whether or not to go steady (33–20); what to do to be more popular (36–29); whether or not to work after school (18–13); and how to choose one's life work (75–70).

It may also be worth noting that 54 per cent of the XG boys at our school regarded the problem, *Whether or not I should go to college,* as of great importance to them (as compared with 56 per cent of Academic boys), whereas only 4 per cent of the XG girls (as compared with 37 per cent of the Academic girls) felt the same way about this question.

This survey was made as a preliminary step in a more extensive investigation designed to find out whether or not the students of our school are getting help in coping with their problems and, if so, from what sources.

If We've Got Zip . . .

. . . it's because

among other reasons—we've got pictures. We've got pictures in this issue showing: a step in the making of an experimental electronic tube at the National Bureau of Standards . . . Teenagers at Brooklyn's James Madison High School looking as if they really have problems . . . A class at Stevens College . . . Counselor at work for North Little Rock, Ark., Public Schools . . . A grapefruit picker as photographed by Florida State News Bureau . . . U. S. Army photo of inductees getting battery of aptitude tests . . . psychometrician instructing student concerning his next test at Guidance Center of Rockland County, N. Y. . . . members of cooperative workshop at Vocational Adjustment Center of Chicago.

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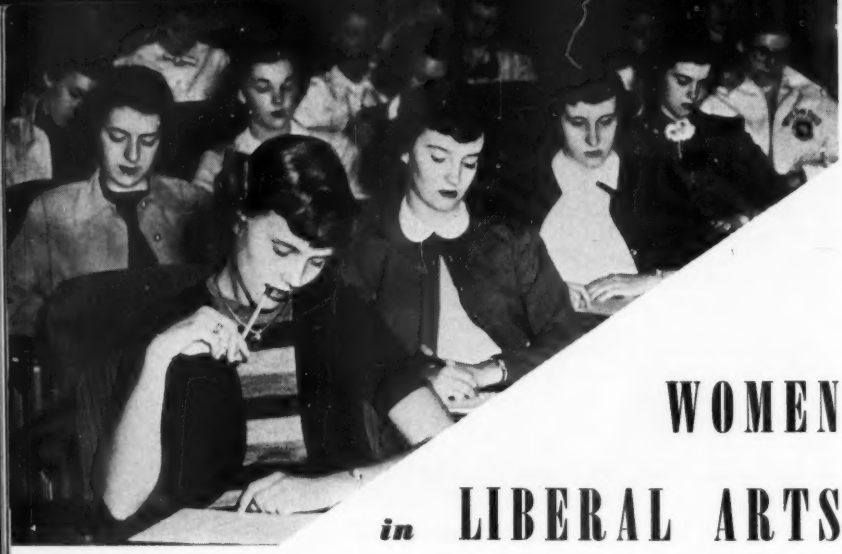

WOMEN *in* LIBERAL ARTS

Followed up by ROBERT SHOSTECK

DURING the summer of 1952, the B'nai B'rith Vocational Service Bureau conducted a questionnaire survey of a national sample of women liberal arts graduates of 1946 through 1949. The primary purpose of this survey was to obtain facts that might prove useful in the vocational and educational counseling of young women planning to go to college. The findings were based on 4,828 usable questionnaires returned out of 10,000 mailed to a national sample of graduates whose names and addresses were supplied by 150 accredited colleges and universities. This master list of names mirrored the distribution of all women college graduates of 1948, according to location, type, and control of school.

While the survey was concerned primarily with revealing facts on economic adjustment, respondents were also asked to give their opinions as to the value of vocational counseling services. At the college level, out of every 6 women who went to the counselor for help, 2 felt that these services "helped considerably," 3 checked "helped a little," and 1 reported that counseling "helped in no way." Counseling services were rated somewhat lower at the high school level. Women who were pleased with counseling services tended to be satisfied with the majors they chose; while their opposite numbers were less pleased with their majors.

Among every 20 graduates, almost 16 were satisfied with their majors, while the remaining 4 wished they had chosen another, or weren't sure about it. Graduates satisfied with their majors were more likely to be A and B students rather than C students, and to have majored in a predominantly

ROBERT SHOSTECK is Director of Research for the B'nai B'rith Vocational Service Bureau.

women's field. It is of interest to note that these satisfied respondents earned more after graduation than did their opposite numbers.

Almost 9 out of 10 of the women who took part in this survey planned to enter a professional occupation upon graduation. The largest block, 28 per cent, favored teaching. Next came social work with 13 per cent; journalism, 7 per cent; and scientific research work and secretarial work, each with 6 per cent. Twenty other fields attracted 1 to 5 per cent each. Three-fourths selected occupations in which women predominate.

The inclination toward teaching careers was strongest among farmer's daughters; while nursing drew a disproportionate number of daughters of farmers, skilled and semi-skilled workers. Preference for a job as secretary-stenographer was most pronounced among graduates whose fathers were in professional or in clerical-sales fields. In general, the graduates who came from farms were most inclined toward feminine occupations, and daughters of professional men were least disposed to such occupations. Similarly, the smaller the home town, the higher the ratio of graduates who aspired to women's fields of work.

Half Reached Goal

Half of all those included in this survey reported their first occupation as the one to which they had aspired. Between 70 and 80 per cent of those who aspired to be nurses, secretaries and teachers achieved their goals. Only 20 to 31 per cent with aspirations in psychology, music, entertainment or personnel work achieved their goal in the first job. A higher ratio of graduates living in small towns achieved career goals than did their big-city opposite numbers. Similarly, girls from non-professional families found it easier to get into their chosen fields than did daughters of professional men. Our findings show that women from professional families and from big cities, more so than others, sought to enter job fields in which men were predominant. Because of severe job competition, a very large proportion failed to achieve their career goals.

Out of every 10 graduates, 6 liked their present jobs very much, 3 were fairly well satisfied, and the remainder either disliked their jobs or did not express an opinion. Satisfaction with jobs was most widespread among medical service workers, women in managerial or supervisory jobs, and home economists. Least satisfied were clerical workers.

More than half of all women who took part in this survey obtained their first job by letter or direct personal application. Next in importance were friends or family leads and college placement offices.

One in every two graduates reported herself employed outside the home in 1952. Among these working women, 8 out of 10 held jobs because of economic need, while 2 in 10 had less urgent motives. Of those employed full-time, 60 percent earned less than $3000 a year in 1951 while 40 percent made more than that sum. The one percent of the entire group who were in the top pay bracket, with medians in the $3501 to $3670 range, were the physical and social scientists. About one-tenth of the graduates were nurses, other medical service workers, women in supervisory positions, and public relations, advertising and statistical workers. The median earnings for

each of these occupations fell into the $3,251 to $3,500 range.

Half of all questionnaires came from employed women who were teachers, secretaries, and general clerical workers. Median earnings for each of these occupations fell into the $2,650 to $2,750 range. Twice as many women living in big cities compared with classmates in small towns and farms earned over $3,000 a year. On a geographic basis, graduates living in the Mountain and Pacific states showed the highest earnings while New Englanders earned least.

Almost half of all graduates took further training after receiving their Bachelor's degree. Far more liberal arts majors (English, history, etc.) than majors in vocational fields (business, journalism, etc.) sought additional training. Education was the most popular field for post-graduate training, while secretarial work came in second place.

A detailed report of the findings has been published by the B'nai B'rith Vocational Service Bureau (Washington 9, D. C.).

News from the American Council on Education

NVGA member Esther Lloyd-Jones, Professor, Teachers College, Columbia University, is chairman of the new Commission on the Education of Women, appointed by the American Council on Education to study the actual and potential contributions of women to society and their implications for the education of women. Dr. Althea K. Hottel is directing the study from headquarters at 1507 Finance Bldg., Philadelphia 2, Pa.

Interested in NVGA Sections?

If you want to participate in the work of one or more of the following NVGA sections, underline the section(s) in which you are interested, write your name and address below, cut out this blank and mail it to Coordinator of Sections Charles E. Odell, Chief, Division of Counseling, Selective Placement and Testing, Bureau of Employment Security, U. S. Dep't. of Labor, Room 306, Old Post Office Bldg., Washington, D. C.

Placement and Follow-Up
Occupational Research
Group Methods
Employee Relations Counseling
Vocational & Employment Counseling
Audio-Visual Methods
Prediction of Occupational Adjustment
The Mentally Retarded
The Gifted
Women Workers
Older Workers
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Rural Services
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Military Personnel
Veterans
Minority Groups

Your name .....

Address .....

the use of tests in HIGH SCHOOL COUNSELING

MINNIE LEE MAYHAN, Guidance Director, North Little Rock, Arkansas, Public Schools, tells how standardized tests are used in North Little Rock High School to guide students in the selection of their occupational objective and in predicting their probability of success in their chosen field.

"Like most other public high schools we are handicapped by limited finances and personnel. In our high school of 1,120 students, we have one full-time counselor and three teacher-counselors devoting one period each day to counseling activities.

"The high school counselor visits the junior high schools each year and administers a group intelligence test to all seventh grade students and to eighth or ninth grade students who have not been tested before. Usually the Otis Quick-Scoring Mental Ability Test: Beta Test is used. The test records become a part of the student's permanent folder which accompanies him through high school. In most instances we have found a significant correlation between the intelligence test scores and the pupil's educational achievement.

"Most of the testing, however, is done in the course in Human Relations which is required of all tenth grade students. Usually the Iowa Silent Reading Test: New Edition (Revised): Advanced Test is given preceding admission to the tenth grade to aid in grouping students according to reading ability so their English instruction can be more meaningful. The S.R.A. Reading Record has also been used for this evaluation. These scores also become a part of the pupil's permanent file and frequently serve to clarify some of the problems involved in poor academic achievement or loss of interest in school activities.

"In addition to the reading test, tenth grade students are given the Kuder Preference Record: Vocational, Form CH, the S.R.A. Adjustment Inventory, and another group intelligence test. During the past three years the Henmon-Nelson Test of Mental Ability: High School Edition, the Terman-McNemar Test of Mental Ability, or the Otis Self-Administering Test of Mental Ability: Higher Test have been used. All the test results with the exception of the intelligence test scores are discussed with the pupils.

Some Reports from the Section on Prediction of Occupational Adjustment

"When the Human Relations classes start the unit on Improvement of Reading Skills, each pupil's reading test is returned to him and a general explanation of the test results and their meaning is made to the group. Ample time is given for answering questions about the test, and those having special problems or questions are encouraged to request interviews with the counselor.

"Likewise, the Adjustment Inventory Profile is returned to the pupil when the class begins the study of Personality, Its Growth and Development. Here the pupil has an opportunity to see how his problems compare with those of other pupils of his own age. Through the use of study booklets, class discussions, and conferences an attempt is made to meet the group needs. Students indicating special personal problems or showing a fairly high basic difficulty score are called in for interviews in an attempt to help them resolve their personal problems, or at least make a realistic attempt to face them.

"The Kuder Interest Profile is introduced at the beginning of the unit on Occupations. Not only is the profile returned, but each student is furnished with a suggested list of occupational objectives which tend to utilize the interests he seemingly possesses. These lists are used as a point of departure for the study of specific occupations.

"The counselor and teacher-counselors then take all the objective evidence available: the personal information questionnaire, the test results, grades, teacher's ratings, and any other significant data and discuss occupational objectives with the students. From the information available an attempt is made to evaluate the pupil's probability for success in his chosen objective.

"Some specialized testing is done in an attempt to clarify choices. Those students requesting vocational training are given the Mellenbruch Mechanical Aptitude Test for Men and Women, the Minnesota Paper Form Board Test, and the Bennett Test of Mechanical Comprehension: Form AA. In doubtful cases and, as time permits, the Purdue Pegboard, Minnesota Spatial Relations Test, and the Minnesota Rate of Manipulation Test are given. Naturally, these are used in only a limited number of cases, for the time available for individual testing is limited.

"Those students requesting commercial courses are usually given the Minnesota Clerical Test and the Guilford-Martin Personnel Inventory. These scores when used with all other available evidence help to screen the potential failures in this field of training.

"While less than fifteen per cent of our students continue their training in colleges and universities, we try to assist these students in making a wise selection. The American Council on Education Psychological Examination for High School Students is administered to this group. The scores when used with the other objective material available give a fairly accurate guide for directing students to either small schools in their own locality or to larger schools where their selection of courses is more extensive, their scholastic competition greater, and their social adjustment harder. In a limited number of instances where definite occupational decisions have not been made the Strong Vocational Blank for Men or the one for Women is administered.

"All standardized tests are ad-

ministered by the counselor, since persons trained in psychometric techniques are limited on our staff. Accurate student assistants are used for the routine checking under the direction of the counselor. For the general testing program much of the interpretation is done in groups through the class in Human Relations. All other interpretation of test scores and other objective data is done through the individual interview.

"Certainly, our testing program is not adequate. We do feel, however, that the program we have in progress has made some headway in assisting students to plan more objectively, and with additional trained personnel we feel we will be able to do a more effective job."

Hastings, Nebr.

Edyth Beezley, Assistant Principal, Hastings, Nebraska, High School, describes as follows the test records included in the personal inventory of each child along with "personal history, scholastic record, significant health factors, interests, hobbies and extra-curricular activities, record of part-time employment, and indications of superior talent":

"On record for all students who have attended the Hastings schools we find for the first grade, the Metropolitan Reading Readiness Test, and the Reading Test for Fun with Dick and Jane in the second grade. The New California Short-Form Test of Mental Maturity and the Metropolitan Achievement Test-Partial Battery are recorded for the third, the sixth and the ninth grades except that in the last group the Achievement Test is given only to students who are new to the city schools.

"A course in Occupations is required of all freshmen. The Kuder-Preference Record is given as a part of this class and the results are used to help the students in selecting high school courses that are in line with their interests and ability.

"The S.R.A. Reading Tests are given at the beginning and again in the latter part of the sophomore year, and the results used as the basis for a rather comprehensive reading program. Juniors and seniors for whom there is only one score on a mental ability test or whose scores on two or more tests vary greatly are given an additional group test. In grade twelve, individual interest, aptitude or personality tests are given upon the request of the student or as interviews reveal the need.

"As in all schools there are some boys and girls whose recorded I.Q. on a group test is below eighty. To these is given the Wechsler-Bellevue Intelligence Scale, especially because it has a verbal and a performance scale. This test is also given as a check on students who have unusually high scores on group tests and to those who have high grades in their school subjects and low scores on the tests."

Wynne, Ark.

According to Eugenia Rives, Counselor, Wynne, Arkansas, High School, testing there is begun in the seventh grade with the Iowa Test Battery of Reading, Language, Arithmetic, and Work-Study Skills. The homeroom teacher, assisted by the counselor, gives the battery early in December after the farm children are enrolled and the midterm exodus has not begun.

"In April the counselor gives the New California Short-Form Test of Mental Maturity, Intermediate 1950 Edition to the eighth grade. The scores, Total, Language, Non-

Language, and the percentile ranks are listed. The principal uses them as a check upon the former work and as a basis for determining the algebra and general math classes for the ninth grade. The counselor files the individual scores, which is the first step in the compilation of the cumulative folder. During the summer she compares the grades with the California scores and makes a list for fall reference. During the first week in September she contacts the under-achievers with high California Scores, shows them their percentile ranks, and explains what they are capable of making. A regular check is made during their ninth year. The high achievers are encouraged to maintain their past records.

"The counselor teaches occupations, a ninth grade requirement. In the study on interests, the Kuder Interest Inventory Test is given. Each child works out his profile and checks the wall charts for jobs in his interest fields. Later in the year a detailed explanation is given when he comes for his personal interview.

"Lack of funds checks further testing until the senior year. Early in the fall the counselor gives the Kuder Preference. A comparison is made with the student's freshman scores. If they have remained the same or have increased, she explains that the results indicate a mature interest but not necessarily a success in the field. Intelligence, preparation, and perseverance must be considered.

"Early in the second semester the counselor gives the seniors the ACE Psychological Examination, 1943 Edition. As the student comes for his interpretation, his Q- and L-Scores of the ACE, his eighth grade California Short-Form, and his two Kuder scores are compared. The boy with the ninety-fifth percentile rank in Numerical on his eighth grade California Short-Form has the opportunity to compare it with the ACE Q-Score. If it, too, is high, his Kuder Computational and Scientific in the upper bracket, and his high school grades above average, he can be reasonably encouraged that engineering is a likely field for him."

Duncan, Okla.

In Duncan, Oklahoma, Mildred Fisher reports that: "The counseling program includes a series of tests given during the junior high school years and followed by more specialized tests as they are needed. The basic series consists of the Otis Quick-Scoring Group Tests of Mental Ability, the Iowa Silent Reading Test, and the Bell Adjustment Inventory. In the Freshman year, the vocational form of the Kuder Preference Record is given. This is followed by the Differential Aptitude Tests of the Psychological Corporation. This battery consists of tests in Abstract Reasoning, Mechanical Reasoning, Clerical—Speed and Accuracy, Numerical Reasoning, Verbal Reasoning, Space Relationships and Language Usage."

DESTINATION FLORIDA?

Asks DANA T. LEITCH

FLORIDA is a magic word to many people, representing sunny beaches, palm trees, orange groves, good fishing, renewed health, and many other desirable things. In addition to the thousands of tourists who come to this state each year to enjoy its advantages, there are other thousands who seek permanent employment and homes in Florida. The tremendous growth of the state from one-half million people in 1900 to over 3 million in 1952 shows that many of these people have been successful. On the other hand, many have had to return to their native states after having given up good jobs at home and spent their savings in a fruitless search for work here.

The principal industries in Florida are: those serving tourists; winter agriculture; and forest products industries. The construction of residences, other lodging places, and commercial buildings also employs many people. Workers who are experienced in, or qualified for work in, the above industries have the best chance of assimilation into the Florida labor force. On the other hand, there is little manufacturing. Migrants having a factory background, whether as machine operators or supervisory or administrative officers, frequently find it difficult or impossible to locate suitable work in Florida.

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Hotel, Restaurant, and Sales Work—There are many hotels, restaurants, and retail stores in the tourist areas of central and southern Florida, which either operate only during the winter months or which greatly expand their working forces during that time. They employ large numbers of waitresses, cooks, chambermaids, laundry workers, bartenders, and other service workers, and sales persons for the winter months. Many of these jobs are filled year after year by the same workers. There are many job openings for experienced workers during the winter season, however. Tourist centers include Miami, St. Petersburg, West Palm Beach, Ft. Lauderdale, Sarasota, Orlando, Daytona Beach, and most other cities of central and south

Florida. These centers have been enjoying increasingly important summer tourist business in recent years; in the northern part of the State, Jacksonville Beach, Panama City, and Pensacola have long been important summer resorts.

Winter Jobs

Agriculture—Most agricultural activities in central and south Florida are carried on during the winter months. Citrus fruits are harvested and processed from October until June. Winter vegetables are grown and harvested during this same period. The harvesting of both crops is carried on by crews of colored workers who move from place to place following the harvest. There are jobs also for both white and colored people in hauling, packing, canning, and shipping agricultural products. Citrus centers include Winter Haven, Lakeland, Bartow, Tampa, Orlando, Leesburg, and Ft. Pierce. Winter vegetable centers include Belle Glade, West Palm Beach, Ft. Lauderdale, Miami, Ft. Pierce, Ft. Myers, Bradenton, and Sanford. Peanuts, tobacco, and general farm crops are raised during the summer in the northern part of the state, but do not furnish many jobs which would attract migratory workers. Beef farming offers very few job possibilities.

Construction—There has been a great deal of construction in recent years. Construction is more active during the summer months than in the winter when it is restricted in many cities by anti-noise ordinances. Most construction work in the cities is unionized and many unions do not admit new members if members are unemployed.

Manufacturing—There is relatively little manufacturing in Florida. There is practically no manufacturing of machinery, electrical goods, or textiles, and consequently, jobs for machine operators and machine tool workers are very scarce. The principal manufacturing industries are citrus and vegetable canning plants (chiefly in central Florida), paper mills (north Florida), cigar factories (Tampa, Jacksonville), garment factories (Miami), fertilizer plants, local food producers such as bakeries, ice cream plants, etc., sawmills, and small furniture plants. Canning plants and garment plants are seasonal with greatest activity from October to May.

Government and State Employment—There are several large Army, Navy, and Air Force establishments in Florida which employ civilian workers through Civil Service procedures with preference to veterans and to former Civil Service workers having reemployment status. Large installations are located in or near Jacksonville, Pensacola, Panama City, Orlando, West Palm Beach, Tampa, Cocoa, and Key West. Two years of residence is required for employment in the State government.

The Housing Situation

Housing—During the winter tourist season rental accommodations are high priced in the resort areas in the central and southern parts of the state. Accommodations for tourists are plentiful, but moderate priced housing for working people is scarce in many localities. During the summer months, however, living costs are very reasonable and housing is plentiful. Property may be bought at prices comparable to those in other sections of the country. Prices of food and other commodities in the tourist areas may average a little higher than in some other sections of the

country during the winter season, but are moderate during the summer.

Plan before Moving—Those who are serious in their intention to move to Florida, or who have been advised to come to this state for reasons of health but must work for a living, should learn as much as possible about the economy of the state through reading and correspondence and then make an exploratory trip to investigate employment possibilities for themselves in the areas they have tentatively selected. This may result in a favorable location in Florida, but, if it doesn't, it will at least prevent needless loss of employment and disposal of property at home. The middle-aged or older person who is not financially able to retire should be especially wary as the difficulty of finding new employment in middle age, which is serious everywhere, is intensified in Florida by the huge immigration of older people.

The sand, sun, oranges, and fishing are here, but we want people to be able to enjoy them in financial security.

News from the Bureau of Labor Statistics

You may be interested in the following reprints from the 1951 OCCUPATIONAL OUTLOOK HANDBOOK issued in bulletin form and on sale from the Superintendent of Documents at the prices indicated: *Employment Outlook in Printing Occupations,* Bulletin No. 1126, 25¢; *Employment Outlook in Air Transportation,* Bulletin No. 1128, 20¢; *Employment Outlook for Mechanics and Repairmen,* Bulletin No. 1129, 20¢; *Employment Outlook in Metalworking Occupations,* Bulletin No. 1130, 30¢.

A new occupational outlook study, *Employment Outlook for Technicians,* which covers draftsmen, engineering aids, laboratory technicians, and electronics technicians is being issued as Bulletin No. 1131, and will be on sale by the Superintendent of Documents by summer, as will a special report on *Federal White-Collar Workers—Their Occupations and Salaries,* Bulletin 1117. A report on *Negroes in The United States: Their Employment and Economics Status,* Bulletin 1119, is available for 30¢.

Quotes from *Bulletin No. 998*
U. S. Bureau of Labor Statistics
"Earnings have long tended to be higher in printing than in most other industries . . . Printing workers are fortunate in having steadier employment and earnings than workers in many other industries . . . The largest group of . . . workers are in the composing room . . ."
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JOB CLUSTERS

by DAVID W. ALLEE

A SIGNIFICANT responsibility of technical education is to provide as broad a training as possible in the time allotted rather than to train for a single job. This makes graduates more adaptable to industry, avoids "dead end" futures, and allows for differences in individual aptitudes and opportunities. As technical institute programs are conceived to be functional, it is only natural that they be planned around employment needs. Applying and extending the ideas set forth in the U. S. Office of Education's 1944 report, "Vocational-Technical Training for Industrial Occupations," New York State has planned most of its recent curriculum development around "Job Clusters." A "cluster" is a group of occupational titles in common current use, which can be included in or are closely related to an occupational field. These can then be classified in their relative order of difficulty and relationship to the curriculum in question.

In translating the needs of industry into curriculum areas for technical institutes, the New York State Education Department's Committee of Institute Curriculums in 1946 as published in its "Guide to the Development of Programs for the Institutes of Applied Arts and Sciences," used the following technique: Using the survey of "Technical Occupations in the State of New York," also published in 1946 by the New York State Department of Education, and other data available, jobs were sorted into groups requiring somewhat the same background of training. Each job was then analyzed to see exactly what the person had to know and be able to do. Positions usually requiring four years of higher education were not considered.

The basic elements of mathematics, science, related technical knowledge, and skills, and the hand skills required were set out on a check chart against which each job could be compared. If a job did not conform to a considerable degree with the rest of the group it was removed from the group. A rough curriculum was then outlined which would cover the major content. If a job required much more than could be covered it was either removed entirely and placed in a professional category, or specially designated.

Job Cluster Chart

The jobs thus analyzed were placed on a chart which would help portray the relation of the curriculum to the job. They were classified horizontally as "Basic, Supplementary or Related," and vertically as "Terminal, Intermediate, and Entry." The term "Basic" was intended to include those jobs for which the curriculum was particularly designed. The "Supplementary" classification referred to those jobs for which the program would

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BUILDING CONSTRUCTION MAJOR

This major is designed to develop technical skills for people engaged in both field and office positions in the building construction industry. It encompasses courses in construction methods, materials, and elementary design of industrial, commercial, and residential structures.

JOB CLUSTER CHART

(Employment Opportunities)

BASIC	SUPPLEMENTARY	RELATED
Terminal		
Construction Superintendent Contractor	Superintendent of Buildings	Architectural Designer Structural Designer Safety Engineer Plumbing and Heating Engineer Appraiser
Intermediate		
Assistant Superintendent of Construction Sub-contractor Junior Engineer Junior Architect Architectural Draftsman Estimator Specification Writer Senior Engineering Aide Construction Foreman Expediter Senior Inspector	Building Inspector Materials Salesman Construction Equipment Salesman Purchasing Agent Laboratory Technician (Materials)	Plant Layout Draftsman Assistant in any of the above
Training or Entry		
Contractor's Aide Junior Engineering Aide Junior Architectural Draftsman Junior Inspector Computer Field Clerk Engineering Office Clerk Job Runner Detailer Tracer Materials Chaser	Materials Tester	

be useful as preparation, while the "Related" category usually contained jobs for which the curriculum had some values but for which further training would be required.

The vertical delineation was simply an attempt to clarify the level of the jobs a graduate might seek and those he might ultimately achieve. Definite demarcation is

impossible. Job titles and responsibilities vary from small companies to large. Individual competence and opportunities also vary greatly.

The illustration shown above, which shows a job cluster chart for Construction Technology—Building Construction Major at the Long Island Agricultural and Technical Institute—might be broadly interpreted as follows: The basic "Intermediate and Training or Entry" jobs (Col. 1) represent the jobs for which training is specifically planned. Graduates might expect to start work in one of the "Entry" listings. Experience has shown, however, that some start in higher positions. The "Terminal" classification does not mean everyone will eventually become a construction superintendent or contractor. Neither does it imply a ceiling on a person's advancement. The sequence is merely a simplified representation of the common pattern. Most persons will actually find their permanent situation in the Intermediate category or move into a "Supplementary" or "Related" field.

The Long Island Agricultural and Technical Institute has had an average of over 90 per cent of its Industrial-Technical graduates enter and pursue employment in the occupations included in the "job cluster."

We Saw It in the Popular Press

Coronet, May, 1953. Bruce Bliven writes about science jobs waiting for college graduates in engineering, the health services, chemistry, physics, and other scientific fields. See pp. 26–30.

U. S. News and World Report, April 10, 1953. "What's Ahead for College Boys" is an article based on an interview with Maynard M. Boring, manager of General Electric Company's Technical Personnel Division. The emphasis is on engineering. See pp. 38–44.

Saturday Review of Literature, February 7, 1953. Taylor Caldwell urges women to anticipate possible widowhood and to avoid despair and loneliness by continuing to develop their qualifications for a job or profession.

Harper's, January, 1953. Sumner H. Slichter asks "Are We Headed for a Depression?" He says that a needed expansion of industrial research requires that "schools and colleges encourage more young people, especially women, to go into the physical and biological sciences."

Business Week, January 31, 1953. The average pay for top officers of manufacturing companies in three size groups, as reported by the American Management Association, is given on page 72. Some preliminary findings from a study of middle-level management jobs are reported on page 74.

Changing Times, the Kiplinger Magazine, January, 1953, p. 15, "Don't Be So Jittery When You Start That New Job." Suggests a down-to-earth prescription for curing an attack of new-job jitters and charts a course between cowardice and cockiness.

How The Army Classifies *And* Assigns Personnel

An Interview with H. I. HADLEY and F. M. McKERNAN

Question: *Who are the people who do classification and assignment work in the Army and, in general, what kind of training have they had for this work?*

Answer: Classification and assignment duties in the Army are performed by well-trained officer and enlisted personnel specialists. Many of these personnel and personnel psychology technicians were selected from among those trained in civilian colleges. In addition, extensive training in the techniques and aims of modern personnel management, from the military viewpoint, is given at The Adjutant General's School, Fort Benjamin Harrison, Indiana. Included in the training at The Adjutant General's School are such subjects as military psychology classification and assignment, job analysis, aptitude area testing, and personnel procedures. The aim of classification and assignment and the training for personnel to perform these duties is geared toward maximum utilization of the Army's manpower in accordance with requirements set up by the Army's mission.

Q: *To what extent, if any, does a draftee have a choice of classification?*

A: Draftees are interviewed individually upon entrance into the Army with regard to their educational background, previous training and experience, avocations, and interests. In addition, an extensive battery of aptitude tests is admin-

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istered to each draftee to determine the capacities and learning ability of each individual. All of these factors are used as guides for assignment to training and subsequent duty in a Military Occupational Specialty. Consistent with the Army's requirements, full advantage is taken of an individual's choice and his predicted usability in one of the variety of occupations which the Army employs.

Q: *To what extent, if any, is there such choice for one who volunteers for Army service?*

A: The Army has an extensive program for high school graduate enlistees which allows them to enlist for training in specific areas which are critical to the Army's needs. In general, these occupational areas are the more technical ones such as Electronics, Armament Maintenance, and Communication Equipment Operation and Maintenance. These areas change, however, from time to time as the number of individuals required to fill certain of the Army's jobs change. Individuals may also enlist for combat air-borne duty or for duty in the Far East Command. Enlistments are also accepted by the Army from persons having relevant qualifications for language units, band units, counter-intelligence detachments, disciplinary barracks, and other specialized areas.

Q: *Realistically, is there anything that a prospective draftee can do to enhance the chances of getting the classification he prefers?*

A: Yes. Inductees should pay particular attention to the classification interview and to the Army classification battery of tests. If the individual possesses a skill or has had training in an area which is a critically needed specialty in the Army, his chances of getting such a classification are excellent. College graduates in the areas of engineering, science, mathematics, and similar fields can be classified as "Scientific and Professional" personnel and are then handled on a restricted assignment basis. Individuals so qualified should be sure to give their full qualifications to the classification interviewer. The Army also encourages the draftee to bring along a copy of any license or certificate showing special occupational qualifications for use in classification and assignment.

It should also be borne in mind by the young man coming into the Army today that classification, training, and assignment are continuous processes throughout his entire Army career, and that with the high rate of turnover which exists in the Army, numerous opportunities for attendance at highly specialized service schools exist and reassignment to a job which an individual prefers can often be locally accomplished. In short, the best advice is—keep in touch with your classification and assignment office for job openings and for schooling opportunities as shown in the Army School Catalog.

Q: *At what point in the induction procedure does classification and assignment begin?*

A: Classification and assignment begin almost immediately upon entrance. Mental and physical examinations are given at induction and examining stations. Classification interviewing is generally accomplished at the reception center early in the man's processing.

Q: *What types of civilian skills are most likely to result in corre-*

sponding military classification and assignments?

A: In general, civilian skills or training which relate directly to similar jobs in the Army, for which trained personnel are in short supply, are most likely to result in a corresponding classification and subsequent assignment to duty. Broadly speaking, occupational areas currently in short supply are: Aircraft Maintenance, Metal Working, Cryptanalysis, Communication Equipment Maintenance, Electronic Equipment Maintenance, Construction Machinery Operation, Audit, Survey, Medical Care and Treatment, Interpreting, Stenography and professional level training in engineering or the physical sciences.

Q: *What types of civilian skills are least likely to result in corresponding military classification and assignments?*

A: There are very few civilian occupations which do not involve skills having a high degree of transferability to Army jobs, either in a job which is a direct counterpart or a related one. The reason that full advantage of civilian skills possessed by incoming personnel cannot always be taken by the Army is that the proportion of individuals of a certain skill required by the civilian economy is not the same as that required by the Army. For example, a large number of lawyers are required in the civilian economy in proportion to the total population. Within the military, however, only a small proportion of the total population need to be lawyers. Besides lawyers, such obvious occupations as farming, production line manufacturing and retail trade exist in the civilian economy in far greater numbers than are required in the Army.

Q: *To what extent are classification and assignment procedures and results today different from those that obtained in World War II? In World War II we were told that improper classification was often the result of the haste by which a huge Army was assembled and that military exigencies had to govern classification in many cases. Are present conditions sufficiently different to warrant superior classification and assignment procedures?*

A: Improved techniques in classification and assignment, specifically, and the whole area of personnel management, generally, have eliminated many of the deficiencies of the World War II classification system. Much of the pressure arising from the necessity for rapid mobilization has been alleviated in part through the use of electric accounting machines and equipment. Experiments are currently being conducted by Army to determine additional areas of personnel processing and reporting which can be improved through the utilization of electronic equipment. It is believed these machines will reduce the amount of time needed to hand process personnel and allow more time for evaluation of individuals prior to assignment. In addition, the early identification and special handling provided for critically needed specialists and scientific and professional personnel have gone a long way toward setting up a system of superior classification and assignment in line with the generally accepted principles of scientific personnel management.

"I AM CALLED the vocational guidance counselor in our school. Sometimes I wonder why. It seems that as my time in this position grows longer, my opportunities for real counseling grow less. The nature of the work seems to become more administrative all the time. I spend much time in scheduling activities, in arranging for college days and career days, in talking with employers of students—both part-time and full-time, in corresponding with colleges and filing admissions applications, in writing reports; and now I am expected to coordinate the work of all the pupil personnel services in our school. It has become almost impossible for me to arrange the time to counsel each individual student. It is rare, indeed, when I find even ten or fifteen minutes to work with a student privately and without interruption." This has become the common cry of our counselors who are trying to do vocational guidance work in the public schools today.

Some cities and some groups of communities have seen the need to provide for specialized and thorough counseling facilities. The educators in the various schools of Rockland County, New York, were among the first to recognize this need. In 1947 the eight high school districts in the County banded together, and, at their request, the Vocational Education and Extension Board established a central counseling and testing service at its central office.

Psychometrician instructs student concerning his next test.

During these past five years, students from all the high schools have had the opportunity to be given individual survey interviews, aptitude and psychological tests, and personal counseling at the central office. This experience has established the counseling center as an integral part of the high school guidance program.

Students are referred by the counselors of the schools to the central office. Total annual referrals now amount to about 1,100. Students spend an entire day at this

the guidance center in SECONDARY SCHOOLS

GARRETT NYWEIDE *and* ROLAND P. DURHAM

specialized counseling agency and are served by two well-trained counselors and one psychometrician.

Nature of Reports

At the end of the day reports are prepared and sent to the home schools and to the home of the student. The report which is sent to the school contains all tests used in the counseling procedure. Results of the tests are included in the report to the home in profile form. Copies of conclusions and recommendations of the counselors are provided for each teacher of the student.

All reports go from the central office to the school counselors who route them through proper channels. Follow-up with the parents and the teachers is also done by the local school counselors.

Nearly all tenth grade students are referred and often the same students are again referred during the eleventh and twelfth years for recommended follow-up.

Students enjoy the experience and they believe it to be valuable and worth while. This has been shown through an annual follow-up study of those tested and counseled during the previous school year. Over 95 per cent report that they have received valuable vocational, educational, and personal insight and that they have been aided in planning for the future.

Parents, teachers, counselors, and administrators also like this service and believe it to be highly valuable. Here are some of the reasons, as we see them.

Values of Center

(1) The counseling center helps to pull together and coordinate individual guidance work done with each student in the local schools.

(2) A six- or seven-year program of testing is profiled and summarized in the individual student reports to schools and homes, and it can then be acted upon and followed by responsible persons.

(3) A new viewpoint is offered to each boy and girl. Often, a student believes that the counselor and teacher in his school have firmly established ideas as to his possibilities and are limited in their outlook for him. A fresh environment, where objective professional opinion, adult-like treatment, and pleasant surroundings prevail, stimulates him to new effort. Excellent relationship is possible in this milieu and the counselee usually gains a new perspective as to his real potentialities.

(4) The businesslike atmosphere of the central office offers the individual an experience which helps prepare him for subsequent interviews with college admissions personnel and/or potential employers.

(5) Teachers, counselors, administrators, and all concerned with the education and life adustment of youth, gain understanding from the findings of the center regarding such factors as: comparative abilities, achievements, and interests of students; services and lack of services available to meet the needs of youth; strengths and weaknesses of the school curricula; available community agencies and facilities; educational and vocational opportunities; attitudes and opinions of various professional groups; comparative nature of school populations. With this knowledge, practical school guidance problems are

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handled more easily and effectively.

(6) The counselee learns much in this new adult relationship through expressing his thoughts about his likes, dislikes, plans, desires, amibitions, preferred working conditions, attitude toward study, parents' aspirations, present school schedule, financial actualities and possibilities, past accomplishments, and future prospects.

(7) A central agency also helps the teachers in each school to receive a new view of each student from an impartial source that compares him to other youngsters locally and nationally. It serves as an agency for them to refer educational, vocational, and other questions that might be difficult to consider within the school building.

(8) A special advantage to school administrators is that at a minimum cost additional professional personnel are provided, who contribute concretely to their school system. Individual written reports to the schools and parents improve pupil attitude through new self-knowledge. These also help all concerned to plan more intelligently. The home and school are brought closer together in their thoughts and planning for each youngster. Most schools and counselors lack the necessary clerical help and time to submit complete case study reports and recommendations.

(9) Center personnel become specialists in interviewing, testing, and counseling. They are able to help students to see themselves broadly without restrictions of school, home, or community.

(10) This center has been fortunate in gaining a reputation which causes pupils to request permission to use it and to be eager to take their reports home for discussion. Reports are delivered within three days. School counselors can review quickly proposed plans and recommendations. Arrangements for needed follow-up are instantly made. The school counselor forwards the original write-up to the home. The schools also use them in their correspondence with admissions offices to help each student be accepted by the proper institution.

(11) A distinct value of the center is to help familiarize students who need trade training with the opportunities existing in the decentralized vocational education program in this County. It has been possible in the past to rid them of petty prejudices regarding the local schools. It has given them a broader concept of the advantages of leaving their home school part-time for an education that will train them in a trade of their choice as a part of their regular high school course.

The central office has become a full-fledged partner of the guidance team and has helped to unite school and home to the benefit of the individual student. This blending has helped produce a guidance program which seems to enjoy enthusiastic acceptance throughout the County of Rockland.

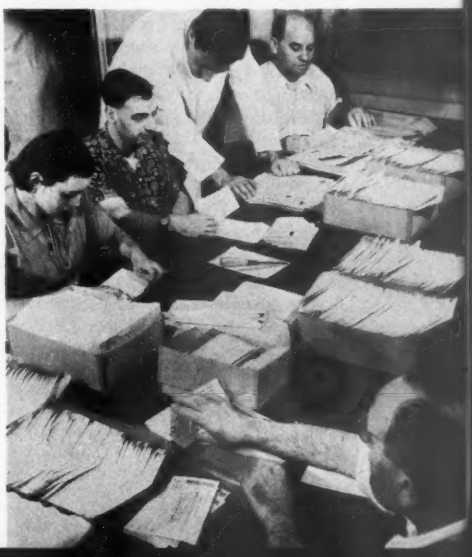
A Workshop for OVERCOMING BARRIERS *to Employment*

by **WILLIAM GELLMAN and SIMON B. FRIEDMAN**

THE VOCATIONAL Adjustment Center of Chicago is a nonsectarian workshop in which individuals can overcome psychological and other barriers to employment and learn to assume the role of workers. It was established by the Jewish Vocational Service to serve handicapped persons who possess working capacity but show a consistent pattern involving either non-acceptance of proffered positions, employer rejection, or job hopping. At the core of their vocational maladjustment is a negative attitude toward work. To induce a positive attitude the Center utilizes such variables as the meaning of work, the derivation of work satisfaction, adjustment to supervision, adaptation to job pressure, and interpersonal relations on the job. The work setting attempts to reproduce customary industrial work conditions with respect to wages, hours, conditions of work, type of work, and employer-employee relations.

The Center began operations on January 1, 1952 as a three-year experimental project financed by the Jewish Federation of Chicago and the Wieboldt Foundation. Operating on a yearly budget of approximately $21,000, with a proposed 1953 budget of $34,000, its staff consisted of two full-time vocational counselors, one half-time semi-professional clerk, and a half-time psychologist. Its maximum capacity at any one time is 15 clients.

In an eight-week vocational adjustment program clients are helped to develop positive work personalities. Depending upon the psychological needs of the applicant, a variety of work conditions are possible. For example, applicants may work alone or in groups; group settings may be changed to enable the applicant to act as a leader or follower; supervision may be permissive, mild, or authoritative; it may be directed toward errors in



WILLIAM GELLMAN and SIMON B. FRIEDMAN are Director and Supervisor, Vocational Adjustment Center of Jewish Vocational Service, Chicago, Illinois.

production or meeting group standards; production requirements may be varied to foster client success or failure.

Sources of Applicants

Applicants are referred to the Center by counselors of the Jewish Vocational Service, the Illinois State Division of Vocational Rehabilitation, which cooperates in the project, or other social agencies. After vocational analysis they are given a battery of tests consisting of the Wechsler-Bellevue, manual dexterity tests, and the Rorschach. The Thematic Apperception Test, standard achievement tests, and other tests are given when necessary. Applicants are retested at the conclusion of their adjustment training program.

An initial case conference is held for each applicant. Participants are the vocational counselor, the Center supervisor, the psychologist, the caseworker, and psychiatrist. Each applicant's work behavior is analyzed to determine the environmental and personal factors facilitating or limiting vocational adjustment. An individual program is developed to help the applicant in one or more of the following areas: interpersonal relations on the job; adjustment to work pressures; perception of work situations; derivation of work satisfaction; and mobilization of energy in a work situation.

Formal reports are sent to the referring agency and the vocational counselor. The report includes information regarding productivity, behavior, attitudes toward work, and other pertinent observations. A rating scale is used to record observations during the second and seventh week. During the seventh week a conference is held with participating agencies to evaluate the individual's growth in the Center and to make further recommendations.

Following completion of the adjustment period, contact is maintained with clients for one year. During this time they are interviewed periodically to further on-the-job adjustment and to permit evaluation of changes in attitudes resulting from the Center experience.

Thirty-eight applicants were in the Vocational Adjustment Center Program during its first six months. They ranged in age from 18 to 60. Their IQ's ranged from less than 50 to 120. Most applicants presented multiple handicaps, generally, poor emotional attitudes toward work combined with mental retardation, a physical disability, or inability to accept the occupational goals of our culture. The major problems were mental retardation and emotional attitudes toward work. Others were orthopedic problems, spasticity, major surgery, cardiac impairment, and limited use of limbs.

Sixteen of the 38 had never worked, 14 had no United States work experience, and 3 had worked less than six months. In all instances of prior work experience, the employment record was poor and spotty. Of the 31 applicants who completed the program, 26 were deemed placeable. Of these, 23 found employment, one sought employment, and two were in trade schools. Most clients displayed increased job satisfaction, greater work stability, and more willingness to seek and accept work. Typically, individuals who prior to the program did not seek work on their own accord did so after completing it. They showed increased awareness and acceptance of their vocational limitations. In general,

the Center was most successful with passive individuals who displayed fear in a work situation and with the mentally retarded. It was least successful with those who were unable to control their impulses and acted out their problems in a work situation.

A. B., a young woman of 22, was typical of the mentally retarded at the Center. She had never obtained work, despite efforts of her parents and friends. The Center helped her develop work habits and evaluated her ability to perform routine tasks and to relate to co-workers. There she was able to adjust to her fellow workers and to supervision and to do most of the sub-assembly tasks assigned her. After eight weeks she was placed on a job and, when followed up four months later, was still employed.

Mr. L., a former sexton in Europe, was unwilling to accept any other type of work and to relinquish his financial dependence upon a casework agency. Despite intensive casework and counseling, he was unacceptable to employers because of his garb, mannerisms, and attitude toward industrial work. The Center, attempting to demonstrate to Mr. L. that he could derive satisfaction from industrial work, placed him in group situations in which he functioned as a leader and provided work which he was able to perform successfully. His weekly salary check was important to him. After three weeks at the Center, he assumed the dress of an American industrial worker. After six weeks, he found employment. His caseworker recently wrote of the satisfactions he is receiving from work and financial independence.

In setting up the Center certain assumptions were made regarding current industrial practices and vocational attitudes. These appear to have been substantiated. They are:

Three Assumptions

First, that the majority of unskilled and semi-skilled positions require a "work personality" rather than specific experience and that job turnover is more often due to inadequate vocational adjustment than to lack of skill.

Second, that each individual reacts in a characteristic manner to the entire range of vocational situations and that when work acquires a positive value for an individual, his job-seeking efforts, job performance, and job satisfaction will increase.

Third, that a successful work experience which generates job satisfaction will help an individual to identify with and strive to attain the "work personality" stressed in our culture.

Of particular interest are the testing and retesting results. Although the number involved is small (twenty), it appears that neither basic intelligence nor underlying personality structure is changed by the Center experience. Changes in vocational patterns occur, however, and are of sufficient magnitude to enable applicants to adjust vocationally.

Case analysis indicates that the meaning of work and ability to derive satisfaction from work are fundamental components of vocational patterns. It also appears that persons who act out personality difficulties can adjust vocationally if there is some intact social behavior, if there is a drive to accept authority, and if their impulses are quiescent.

On the basis of work presently being done, it appears that the

Vocational Adjustment Center training is a feasible technique for helping mentally retarded young adults develop positive work patterns. This development appears to proceed at a more rapid rate if the mentally retarded adults form a small portion of a larger group of handicapped persons with a normal distribution of intelligence.

Arrangements are presently being concluded with the Illinois State Division of Rehabilitation to use control groups to measure more directly the degree to which Vocational Adjustment Center training benefits handicapped persons. Clients of the Illinois State Division of Rehabilitation for whom referral to the Center seems indicated will be broken down into two groups matched in terms of age, intelligence, handicap, sex, and socio-economic status. One group will be given Vocational Adjustment Center training and one will not. A comparison will then be made of the subsequent employment history of both groups.

For the future, the Vocational Adjustment Center looks forward to further analysis and measurement of the components of vocational adjustment and continued development of individualized psychological work programs. Attempts will be made to vary job elements more directly in such areas as supervisory roles and job tensions, and to expand the use of the Center as a test laboratory for analyzing vocational behavior. It is planned to review the testing and retesting results as soon as 30 applicants have been tested and retested, and to continue to study the effects of the Center program upon the intelligence, personality, and vocational patterns of its clients.

Proposed Amendments to the Constitution of the NATIONAL VOCATIONAL GUIDANCE ASSOCIATION

The present constitution is in Column I and the proposed amendments are presented in Column II. Proposed additions are italicized and deletions are in brackets.

Present Constitution	Proposed Constitution
Article I	Article I
Name	**Name**
The name of the Association shall be the National Vocational Guidance Association, Inc.	The name of the Association shall be the National Vocational Guidance Association, Inc., *a Division of the American Personnel and Guidance Association.*
Article II	
Purpose	
(No changes proposed)	
Article III	
Membership	
(No changes proposed)	

Article IV

Branches

SECTION 1. A group of actively interested persons with prospect of success as a Branch, may organize and be chartered as a Branch of the National Vocational Guidance Association by vote of the Board of Trustees and ratification of the Delegate Assembly as indicated in the By-Laws.

SECTION 2. (No changes proposed)

Article V

Divisions and Committees

SECTION 1. Divisions shall consist of stabilized interest groups and shall represent functions needing special emphasis or attention. New Divisions authorized by the Board of Trustees shall be approved by the Delegate Assembly.

SECTION 2. (No changes proposed)

SECTION 3. (No changes proposed)

Article VI

Officers and Trustees

SECTION 1. The officers of the National Vocational Guidance Association shall be a President, a Vice-President, and a Treasurer.

SECTION 2. (No changes proposed)

SECTION 3. (No changes proposed)

SECTION 4. (No changes proposed)

SECTION 5. (No changes proposed)

Article VII

Meetings

SECTION 1. (No changes proposed)

SECTION 2. The Board of Trustees shall meet at least once a year. Other meetings of the Board of Trustees may be held at the call of the President or of the Executive Committee.

Article IV

Branches

SECTION 1. A group of actively interested persons with prospect of success as a Branch, may organize and be chartered as a Branch of the National Vocational Guidance Association by vote of the Board of Trustees and ratification of the Delegate Assembly as indicated in the By-Laws. *A Branch of the National Vocational Guidance Association may be a division of a branch of the American Personnel and Guidance Association*

Article V

Sections and Committees

SECTION 1. *Sections* shall consist of stabilized interest groups and shall represent functions *or areas of interest* needing special emphasis or attention. New *Sections* authorized by the Board of Trustees shall be approved by the Delegate Assembly.

Article VI

Officers and Trustees

SECTION 1. The officers of the National Vocational Guidance Association shall be a President, a [Vice-President], *President Elect, a Secretary,* and a Treasurer.

Article VII

Meetings

SECTION 2. The Board of Trustees shall meet at least once a year. Other meetings of the Board of Trustees may be held at the call of the President or of [the Executive Committee] *a majority of the Board of Trustees.*

Article VIII

Delegate Assembly

SECTION 1. (No change proposed)

SECTION 2. The Delegate Assembly shall meet at least once a year and shall transact business as specified in the By-Laws, except in case of an emergency, provision for which shall be made as specified in the By-Laws.

SECTION 3. The Delegate Assembly shall formulate policies for the guidance of the Board of Trustees, and of the Association as a whole, and may initiate activities in accordance with the Constitution and By-Laws. The Delegate Assembly shall act upon the reports of the Trustees, Divisions, Standing Committees, and such Special Committees as are responsible to the Delegate Assembly; shall ratify the admission of new Branches approved by the Board of Trustees; approve the establishment of Divisions; may authorize Special Committees; and shall make or amend By-Laws in harmony with the Constitution.

Article IX

By-Laws

(Present Article IX to become Article X)

Article IX

By-Laws

The Delegate Assembly shall make such By-Laws as may be necessary for the proper government of the National Association, which are not in conflict with the Constitution of the Association.

Article VIII

Delegate Assembly

SECTION 2. The Delegate Assembly shall meet at least once *each two years* and shall transact business as specified in the By-Laws, except in case of an emergency, provision for which shall be made as specified in the By-Laws.

SECTION 3. The Delegate Assembly shall formulate policies for the guidance of the Board of Trustees, and of the Association as a whole, and may initiate activities in accordance with the Constitution and By-Laws. The Delegate Assembly shall act upon the reports of the Trustees, *Sections,* Standing Committees, and such Special Committees as are responsible to the Delegate Assembly; shall ratify the admission of new Branches approved by the Board of Trustees; approve the establishment of *Sections;* may authorize Special Committees; and shall make or amend By-Laws in harmony with the Constitution.

Article IX

Representation in the American Personnel and Guidance Association

Section 1. The President and President-Elect of the Association shall represent the Association in the Executive Council of the American Personnel and Guidance Association.

Section 2. Representatives of the Association in the Assembly of the American Personnel and Guidance Association shall be selected as provided in the By-Laws.

Article X

By-Laws

(Same as present Article IX)

Article X

Amendments

SECTION 1. Proposals to amend the Constitution may be initiated by the Delegate Assembly, by the Board of Trustees, or by individual members, provided in any case that such proposals to amend are submitted in writing and signed by at least twenty-five members of the Association. These written proposals for amendment must be in the hands of the Executive Secretary at least sixty days prior to the date at which they are to be submitted for consideration, and shall have been published in at least one issue of the official Journal of the Association. Except in case of an emergency, the proposed amendments shall be submitted to the Delegate Assembly for discussion. A majority vote of the Delegate Assembly shall constitute a recommendation that the proposed amendments be submitted to the membership for adoption. A two-thirds affirmative vote by mail of the members of the Association actually voting shall be necessary for the adoption of such amendments. In case of an emergency in which there is no meeting of the Delegate Assembly, the vote on proposed amendments may be taken directly from the membership of the Association.

Article XI

Amendments

(Same as present Article X except for deletion of word "Executive" in the term ["Executive] Secretary.")

BALLOT ON PROPOSED AMENDMENTS TO NVGA CONSTITUTION

All NVGA members should vote "yes" or "no" on the proposed amendments to the Constitution by checking the appropriate space below. Please cut out this ballot and mail to the chairman of the Constitution Committee, Dr. Donald Kitch, State Department of Education, Sacramento 14, Calif. Only ballots received by June 20 will be counted. Thanks for your cooperation.

I vote YES —— I vote NO ——

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